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ABSTRACT

This manual has been prepared for the use of program directors who will assume the overall responsibility for planning and conducting the Valleybrook Elementary School-Lakemont High School Simulation Game. The game is created to give professional school personnel and prospective teachers opportunities to come to grips with typical problems of desegregated elementary and secondary schools. It is designed to pinpoint the most real and urgent problems, to generate intense personal involvement in heuristic problem-solving activities, and to promote meaningful human interaction in multi-cultural groups. In the game itself, majority-white elementary and secondary schools have been simulated in which players assume the roles of new teachers. The players practice solving typical problems in desegregated schools, which are presented on film, in written incidents, and through role-plays. The manual itself contains a description of the components of the game, instructions for conducting the game, discussion of administrative activities, and problem materials. (Author/JW)

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PROGRAM DIRECTOR'S MANUAL
for
SOLVING MULTI-ETHNIC PROBLEMS:

A Simulation Game for Elementary and High School Teachers

originated by

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FREDERICK P. VENDITTI has been an innovator in the field of education for the past twenty years. He has served as Director of the Educational Opportunities Planning Center at the University of Tennessee since its creation in 1966 and, in this position, is responsible for planning and participating in inservice education for teachers working in desegregated schools. He has served as consultant to the U.S. Department of Justice on desegregation and to the Equal Educational Opportunities Program of the U.S. Office of Education.

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Frederick P. Venditti

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INTRODUCTION

This manual has been prepared for the use of those individuals, referred to herein as "program directors," who will assume the overall responsibility for planning and conducting the Valleybrook Elementary School-Lakemont High School Simulation Game. (Henceforth the game will be referred to as the Valleybrook-Lakemont Game or simply "the game.") The manual is divided into three sections. Section I, pages 2 to 11, presents background information which will enable program directors to understand fully the nature and objectives of the game. Section II, pages 12 to 35, gives detailed instructions for organizing and conducting the game. Section III, pages 36 to 126 contains synopses of all Valleybrook Elementary School and Lakemont High problems, as well as Incident Response Sheets for participants, and questions and suggestions for group leader use. This section also provides the actual written problems used by the participants and related role-play information. All three sections should be read carefully by program directors in order that they might meet their responsibilities with the utmost ease and effectiveness.

I. BACKGROUND INFORMATION

AN OVERVIEW OF THE GAME

Majority-white elementary and secondary schools have been simulated in which players assume one or both of two roles: that of Terry Patterson, a new fifth grade teacher at Valleybrook Elementary School and/or that of Sandy Johnson, a new teacher at Lakemont High School. As Terry and/or Sandy, the players practice solving typical problems indigenous to elementary and secondary schools with heterogeneous (racial and ethnic) student bodies. The problems are presented on film, in written incidents, and through role-plays. Each player is furnished with background information directly related to the problem situations he must confront.

The game is designed to provide opportunities for teachers and prospective teachers to engage in individual and group problem-solving which focuses chiefly upon the following broad areas: pupil behavior; teacher relationships with pupils, colleagues, and parents; individualization of instruction; curriculum modification and construction; and the selection of instructional materials.

SIMULATION AS A TEACHING TECHNIQUE

Simulation may be defined as the creation of realistic games designed to give the players life-like problem-solving

experiences related to their present or future work.[1]

Simulation as a method of training has been used for many years in the armed forces and education and by business and industry. Recently its most spectacular application has been made in the space training program.

The crucial hypothesis underlying the use of simulation is that transfer of training occurs. This is to say, it is reasoned that practice in solving realistic problems of flying or driving (as in airplane, spacecraft, or drivo-trainer simulators) or making business or educational decisions (as in the context of elaborate role-play games) should enable one to perform a related job better in the workaday world. Findings of numerous studies made in the aircraft industry and education, as well as experience derived from the astronaut training program, support this hypothesis. In addition to promoting transfer of training, the many simulation approaches currently being employed for varying training purposes have another important benefit to recommend them: each allows trainees the luxury of making occupational or professional errors without the necessity of experiencing the often disastrous real-life consequences of such mistakes. This feature of simulation tends to relieve the threatening aspect in the involvement.

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[1]Donald R. Cruickshank, "Simulation: New Direction in Teacher Preparation, "Phi Delta Kappan, September, 1966, p. 23.

WHAT THE VALLEYBROOK-LAKEMONT GAME SEEKS TO DO

The Valleybrook-Lakemont Game has been created in the attempt to give professional school personnel and prospective teachers opportunities to come to grips through proven simulation techniques with typical problems of desegregated elementary and secondary schools. The game is designed to pinpoint quickly the most real and urgent types of problems facing professional personnel in desegregated elementary and high schools, to generate rapidly intense personal involvement in heuristic problem-solving activities bearing upon these problems, to promote immediate, meaningful human interaction in multi-cultural groups addressing the problems, and to operate with a minimum reliance upon expert consultants.

In terms of outcomes, the objectives of the game are the following:

1. To increase the skills of teachers to recognize and analyze those problems associated with the integration of faculties and students as the public schools desegregate.
2. To increase the skills of teachers to recognize and evaluate the alternative approaches for constructive action in relationship to those problems associated with desegregation and integration.
3. To sensitize teachers to the feelings, attitudes, ideas, and beliefs of their counterparts of a different background through participation in multi-ethnic

groups in frank and open discussion of problems having critical intergroup implications for the school and community.

4. To prompt teachers to examine their own beliefs and prejudices and their personal commitments to the goal of equal education for all students.

THE COMPONENTS OF THE GAME

In its original form, the game specifically placed the Valleybrook Elementary and Lakemont High schools in a community setting with a southern orientation. It was eventually concluded as the game was used (sans the southern community setting) on a pilot basis outside the South, however, that all but one or two of the problems simulated for the mythical Valleybrook and Lakemont schools were also pervasive in many non-southern schools and hence could be dealt with profitably by school personnel in many parts of the country. The present version of the game, therefore, was designed so as to have no particular regional slant. The primary objective underlying its development was to simulate realistic school situations with which the largest possible number of prime, potential players (i.e., professional school personnel) could readily identify.

Brief descriptions of the game's components follow:

The community setting. This component of the game has been left undefined. Both Valleybrook Elementary School and Lakemont High School are so depicted as to be compatible with

a variety of community settings. Within limits which will become apparent later, numerous settings can be described as plausible locales for the schools. More will be said about this in the second part of this manual under the section, A Special Word about the Principals' Orientation Role-Play.

Valleybrook Elementary School. Valleybrook Elementary School is modeled closely after a real prototype school. It enrolls 500 students and is quite traditional. (Most elementary school teachers or prospective teachers therefore can easily identify with, if not approve, it.) Valleybrook has a majority-white enrollment but serves a substantial number of minority group children, most of whom are Negro. The school's teaching staff is desegregated, with its Negro teachers comprising approximately the same proportion of the total school faculty as that of Negro children in the school's overall pupil population.

Lakemont High School. Lakemont High School, like Valleybrook, is also modeled after a real prototype school. It has a student body of 1800 and is the secondary school equivalent of Valleybrook Elementary. It is basically a conventional "comprehensive high school" with a student body and professional staff identical in terms of racial composition to those of Valleybrook Elementary.

Terry Patterson. Terry Patterson, a fictitious fifth grade teacher, was created to grapple with the problems of

Valleybrook School. (In the film sequences, Terry is neither seen nor heard; the camera and, in turn, the viewer become the teacher.) Terry was placed in the fifth grade on the theory that both primary- and upper-grade elementary teachers could imagine themselves in a fifth grade assignment. For similar reasons, Terry is also depicted as a teacher of unspecified race, age, and sex with an indeterminate background of past professional experience. Terry is new to Valleybrook.

Sandy Johnson. Sandy Johnson is Terry Patterson's high school counterpart. Sandy's exact teaching position is not specified, and, as in Terry's case, neither are Sandy's race, age, sex, and past background of experience revealed. Sandy is new to Lakemont High School.

The Problems. The simulated problems--the real crux of the simulation approach--incorporated in the game are typical, interesting, and realistic. They were formulated as follows: Approximately 500 white and Negro teachers working in some 30 schools similar to simulated Valleybrook Elementary or Lakemont High were given a simple problem-sampling instrument and specifically asked to do the following: "(1) Describe in detail a major problem you have encountered in your integrated school this year that you did not face previously in a segregated school. (2) Describe in detail a minor problem you have encountered in your integrated school this year that you did not face previously in a segregated school."

Almost all of the teachers polled responded, and it was observed that each of the problems they submitted fell into one or more of several broad categories: pupil behavior; teacher relationships with pupils, colleagues, and parents; individualization of instruction; curriculum modification and construction; and selection of instructional materials. It was also noted that a thread of complications arising out of racial prejudice, cultural bias, and interracial associations ran through all of the problems reported.

Composites of 13 problems reported were fully developed for inclusion in the Valleybrook setting, eight on movie film and 5 in written incidents. Composites of 11 problems were formulated for Lakemont High, six on movie film and 5 in written incidents. Synopses of each of these problems, Incident Response Sheets for participants, and questions related to them which may be used by discussion group leaders are given in the third section of this handbook. Actual written problems and related role-play information is also contained in this section.

Care was taken as the problems were selected and simulated to avoid reinforcement of Negro stereotypes held by so many whites--even teachers. At the same time, it was felt that the real problems reported could not be ignored or adulterated to the point that they did not conform to reality. Accordingly, the problems included

in the game were carefully structured to depict both Negro and white children as realistically as possible.

A final and very important word should be said about the Valleybrook Elementary and Lakemont High problems: Each is decidedly open-ended with both short- and long-range implications and without a single, clear-cut "best" solution. The Valleybrook-Lakemont Game is based on recognition of the fact that most school problems (unlike those encountered in flying or driving) are far too complex to be amenable to one, and only one, clearly superior solution. Human vagaries, technical considerations, and professional and lay values (to mention but a few salient factors) converge in schools to create incredibly complicated problems for which there are usually multiple solutions. Most school problems, therefore, can be dealt with satisfactorily in numerous ways, all of which may be equally effective or "good," even if not perfect. These are the types of problems which confront those who role-play Terry Patterson and/or Sandy Johnson in the Valleybrook-Lakemont Game. As they work individually and in groups on the problems, therefore, players are encouraged implicitly and explicitly to engage in divergent rather than convergent thinking as they seek solutions to the problems of their school.

Materials included in the game. A complete set of Valleybrook-Lakemont Game materials includes, in addition to this manual, the following:

One reel of color-sound 16 mm film presenting eight problem incidents for Valleybrook Elementary School preceded by a filmed orientation talk to new teachers delivered by Valleybrook's principal.

One reel of color-sound 16 mm movie film presenting six problem incidents for Lakemont High School preceded by a filmed orientation talk to new teachers delivered by Lakemont's principal.

Five written problems for both Valleybrook Elementary and Lakemont High to be used by participants (some are designed as role-plays and all are available in desired quantities).

A Guidebook for Leaders of Small Group Discussions containing general instructions, problem synopses, written problems, incident response sheets, related questions, a brief discussion of role-playing, and information for role-play participants.

A Handbook for Participants containing excerpts from the Valleybrook Elementary and Lakemont High faculty handbooks and cumulative records for pupils figuring prominently in filmed and/or written problem incidents.

Incident Response Sheets for participants--uniquely designed for each problem to give direction to individual

and group problem-solving work (available in desired quantities). See sample format copy in Appendix A.

Role-Play Information Sheets for specific problems (available in desired quantities).

An annotated bibliography of books and materials helpful to teachers concerning intergroup relations (available in desired quantities).

As becomes apparent in the next section of this manual, various versions of the Valleybrook-Lakemont Game can be played. Therefore, after the program director decides how much of the game he wishes to use (e.g., the Valleybrook component with all problems, the Lakemont component with all six filmed problems and one written problem), he may order only the materials he will need. The films may either be rented or purchased. All other materials must be purchased.

II. HOW THE GAME IS PLAYED

THE GAME IN BRIEF

Players are given copies of the Participant's Handbook and assume either the role of Terry Patterson, a new fifth grade teacher at Valleybrook Elementary School, or that of Sandy Johnson, a new Lakemont High School teacher. Depending on their roles, they are shown one of two filmed orientation meetings. If they are Terrys, they sit in via film on a session conducted for new teachers by Thomas Simpson, principal of Valleybrook School. If the players are Sandys, they participate through the medium of film in a similar meeting conducted by Walter Dennis, principal of Lakemont High.

All films employed in the game were shot as though the lens of the camera were either Terry's or Sandy's eyes. Therefore, everything appearing on film is seen from either Terry's or Sandy's on-the-scene perspective. Neither Terry nor Sandy are ever shown on film, and when they speak, their words appear superimposed in print on the screen.

Following the showing of the initial film, the program director--or perhaps someone better qualified--plays the appropriate principal role (i.e., either that of Thomas Simpson or Walter Dennis, depending on the simulated school setting being used) and gives the Terrys or Sandys playing

the game the opportunity to question him about his school.* (Certain characteristics are ascribed to both Valleybrook Elementary and Lakemont High in the filmed orientation sessions and in the faculty handbook excerpts in possession of the players. However, neither school is so explicitly described as to prevent the role-playing principal from depicting it to some extent as the type of institution in which he wishes his players to imagine they will be working.)

Regardless of the school setting, the game is played as follows after the initial orientation experience:

1. Terrys and Sandys are presented a series of brief, open-ended filmed and written problems.
2. Immediately after each problem is presented, the players receive an Incident Response Sheet related to the problem and, working individually, write brief answers under the questions appearing on the sheet and/or perform other specified written tasks. As they engage in this individual problem-solving activity, players are encouraged to use all relevant information at their disposal, e.g., what they may have gleaned from their orientation session with their principal and excerpts

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* See following section, "A Special Word About the Principals' Orientation Role-Play."

from the faculty handbook and data from student cumulative records included in the Participant's Handbook.

3. After working for approximately 15 minutes individually on the Incident Response Sheet related to each problem, the players convene in small groups having from 6 to 10 members. In these small groups the players, using the Incident Response Sheet as a basic discussion guide, exchange ideas regarding such matters as the nature of the problem, probable contributing factors, informational sources, and alternative short- and long-term solutions and their probable, related outcomes. They also engage in both spontaneous and preplanned role-playing. (Small group discussion leaders with special supporting materials contained in their guidebook and, whenever possible, prior training, are assigned to all groups. Their primary functions are to facilitate discussion by asking provocative questions and initiate role-play activities.)

4. Following 45 minutes to an hour of small group interaction, the players come together in larger groups. The program director and/or another preselected individual(s) acts as moderator in this setting and seeks to assist the

players in reaching further closure on the problem under consideration. This closure is usually sought through having spokesmen appointed by the small groups summarize the ideas and conclusions reached in their respective groups.

A SPECIAL WORD ABOUT THE PRINCIPALS' ORIENTATION ROLE-PLAY

As stated in the first section of this manual, Valleybrook Elementary and Lakemont High are so depicted as to be compatible with a variety of community settings and school systems. Among other types of schools Valleybrook may be:

The single elementary school in a small "mill town."

One of a number of elementary schools in a small town where it might be located in the community's only racially and ethnically heterogeneous neighborhood.

One of a number of elementary schools in a predominantly white city of intermediate size having a racially segregated residential area of considerable size. In such a setting it might be a "fringe-area" school in a zone with a stable, majority-white population, or the neighborhood it serves may be "transitional," e.g., "going black."

An inner-city elementary school located on the fringe of a black ghetto in a very large city. As in the intermediate-size city, it may serve a neighborhood with a stable or changing population.

Among other types of schools Lakemont High might be:

A consolidated high school serving an area (e.g., county or part of a county) with an industrial base, a somewhat retarded economy, and a predominantly white population.

A single high school serving a predominantly white city having the same general characteristics as the general area served by the consolidated school.

One of two or more high schools serving a section of a city of intermediate size. In this setting it serves a neighborhood having the same general characteristics ascribed to the city with the single high school and may be a "fringe-area" school with either a racially stable or changing enrollment.

An inner-city high school located on the fringe of a black ghetto. The neighborhood it serves may be stable or in transition.

The program director or whoever else may play the Valleybrook or Lakemont principal role following the filmed orientation session should decide in advance what type of school his will be. This decision usually will be influenced most by the nature of the participant group to be served. The role-playing principal should also prepare in advance to answer questions in such manner as to

establish to the maximum extent the desired identity of his school. Certain constraints will be imposed upon him by what is said in the filmed orientation session immediately preceding his role-play performance and by the contents of the faculty handbook excerpts included in the Participant's Handbook. By previewing the film and studying the appropriate faculty handbook excerpts prior to conducting the "live" orientation session, however, the Valleybrook or Lakemont principal can, within rather broad limits, "set up" his school and players pretty much as he wishes.

MATTERS OF FORMAT AND SCHEDULING

The basic format. As indicated above, Terry Pattersons and Sandy Johnsons playing the Valleybrook-Lakemont Game are given orientation appropriate for teachers new to their respective schools through the medium of movie film and role-play activity and are provided with relevant resource materials (i.e., faculty handbook excerpts and student cumulative records) they would typically have at hand if they were working in real rather than imaginary school settings. The Participant's Handbook containing the excerpts and records may be distributed to the participants for study a day or two in advance of the first training session. Also as explained previously, a series of unresolved problems on film and in written incidents is

then presented (one problem at a time) to the players for individual and group solution. In general, it has been found that the orientation process will require 40 minutes to 1 hour. It has also been determined that from 1-1/2 to 2 hours of work time should be allotted for each problem.

The outline which follows gives the format, structure, and time-blocking suggested for the orientation and problem-solving phases of the game.

20-30 Minutes

I. Orientation

A. A brief, general explanation of simulation by the program director or his appointee

B. A brief overview of either the Valleybrook Elementary or Lakemont High component of the game (by the program director or his appointee) including an explanation of:

1. Terry Patterson or Sandy Johnson

2. The contents of the Participant's Handbook (one copy distributed to each participant)

C. A brief reading period (10 minutes) for scanning excerpts from the appropriate faculty handbook in the Participant's Handbook

20-30 Minutes

D. Principals' orientation talk for Valleybrook or Lakemont High: movie film presentation

E. Questioning of principal (program director or his appointee plays appropriate principal role)

1-1/2 - 2 Hours - each problem

II. Work on Problem Incident

A. Presentation of problem (5-10 minutes)

1. Show film (or distribute written problem incident)

2. Rerun film and/or answer questions regarding problem

B. Individual work with Incident Response Sheets (15-20 minutes).

C. Small group discussion work (45-60 minutes)

1. Follow format of Incident Response Sheets

2. Appoint group spokesman

D. Large group discussion work (30-40 minutes)

1. Reports from small groups and general discussion

2. Summary by presentor

Two illustrative schedules. When used in their entirety and without embellishment the Valleybrook Elementary School orientation procedures and problems can very easily require 30 hours of training time and those of Lakemont High 24 hours. The following schedules serve as examples:

PROGRAM SCHEDULE: VALLEYBROOK ELEMENTARY SCHOOL

DAY ONE

Morning	Afternoon
Orientation (1 hour)	Problem Number 2 (1 1/2 hours)
Problem Number 1 (1 1/2 hours)	Problem Number 3 (2 hours)

DAY TWO

Morning	Afternoon
Problem Number 4 (2 hours)	Problem Number 6 (2 hours)
Problem Number 5 (2 hours)	

DAY THREE

Morning	Afternoon
Problem Number 7 (2 hours)	Problem Number 9 (2 hours)
Problem Number 8 (2 hours)	

DAY FOUR

Morning	Afternoon
Problem Number 10 (2 hours)	Problem Number 11 (2 hours)
Problem Number 11 (2 hours)	

DAY FIVE

Morning	Afternoon
Problem Number 12 (2 hours)	Problem Number 13 (2 hours)
	Wrap-up (2 hours)

PROGRAM SCHEDULE: LAKEMONT HIGH SCHOOL

DAY ONE

Morning	Afternoon
Orientation (1 hour) Problem Number 1 (1 1/2 hours)	Problem Number 2 (1 1/2 hours) Problem Number 3 (2 hours)

DAY TWO

Morning	Afternoon
Problem Number 4 (2 hours) Problem Number 5 (2 hours)	Problem Number 6 (2 hours)

DAY THREE

Morning	Afternoon
Problem Number 7 (2 hours) Problem Number 8 (2 hours)	Problem Number 9 (2 hours)

DAY FOUR

Morning	Afternoon
Problem Number 10 (2 hours)	Problem Number 11 (2 hours) Wrap-up (2 hours)

Time blocks could and should be varied to some degree to make provision for short breaks if the game is played according to these or similar schedules. If a number of supplementary activities (e.g., related lectures, films, panel discussions) were added to the schedules above, it can easily be seen how an additional 3 to 6 hours might be required for the full training programs.

Options and variations. Because of the way in which the game materials are prepared and organized, plans can be made to schedule training programs focusing exclusively

upon either the Valleybrook Elementary or the Lakemont High problems. (It is even possible to select and use only the desired number of problems.) Alternatively, the problems of both schools can be dealt with in a predetermined sequence by a single participant group or worked upon concurrently by two separate groups, e.g., one composed of elementary school teachers and one of secondary school teachers.

Time modularity is a key feature of the game insofar as its scheduling is concerned. This is to say, suggested time blocks ranging from 1-1/2 to 2 hours will accommodate all problem-solving sessions. Thus, when it is determined how much time may be available for the game in a given situation and on what basis (e.g., five consecutive 6-hour days, three consecutive 6-hour days, three 3-hour sessions on consecutive Saturday mornings, four 1-1/2 hour sessions immediately following dismissal of school on consecutive Tuesday afternoons), a practicable schedule can easily be worked out. Moreover, the game has been found effective when conducted for varying lengths of time on consecutive days or in a series of weekly or biweekly sessions. In other words, game-playing sessions can vary in length from time-to-time or place-to-place and be conducted on a variety of schedules without sacrificing desired outcomes. The only caveat offered is that the game not be used unless there is at least time for the orientation session and one problem.

ACCOMMODATING PARTICIPANT GROUPS OF VARYING SIZES

Both very small and quite large groups can be accommodated with the game. Availability of adequate and appropriate space for small group discussions is the critical factor, assuming necessary materials are in sufficient supply, organizational mechanics are carefully worked out in advance, and an adequate number of leaders is available. (More will be said about leaders later.) The comments that follow in this section should enable program directors to plan programs for varying numbers of participants.

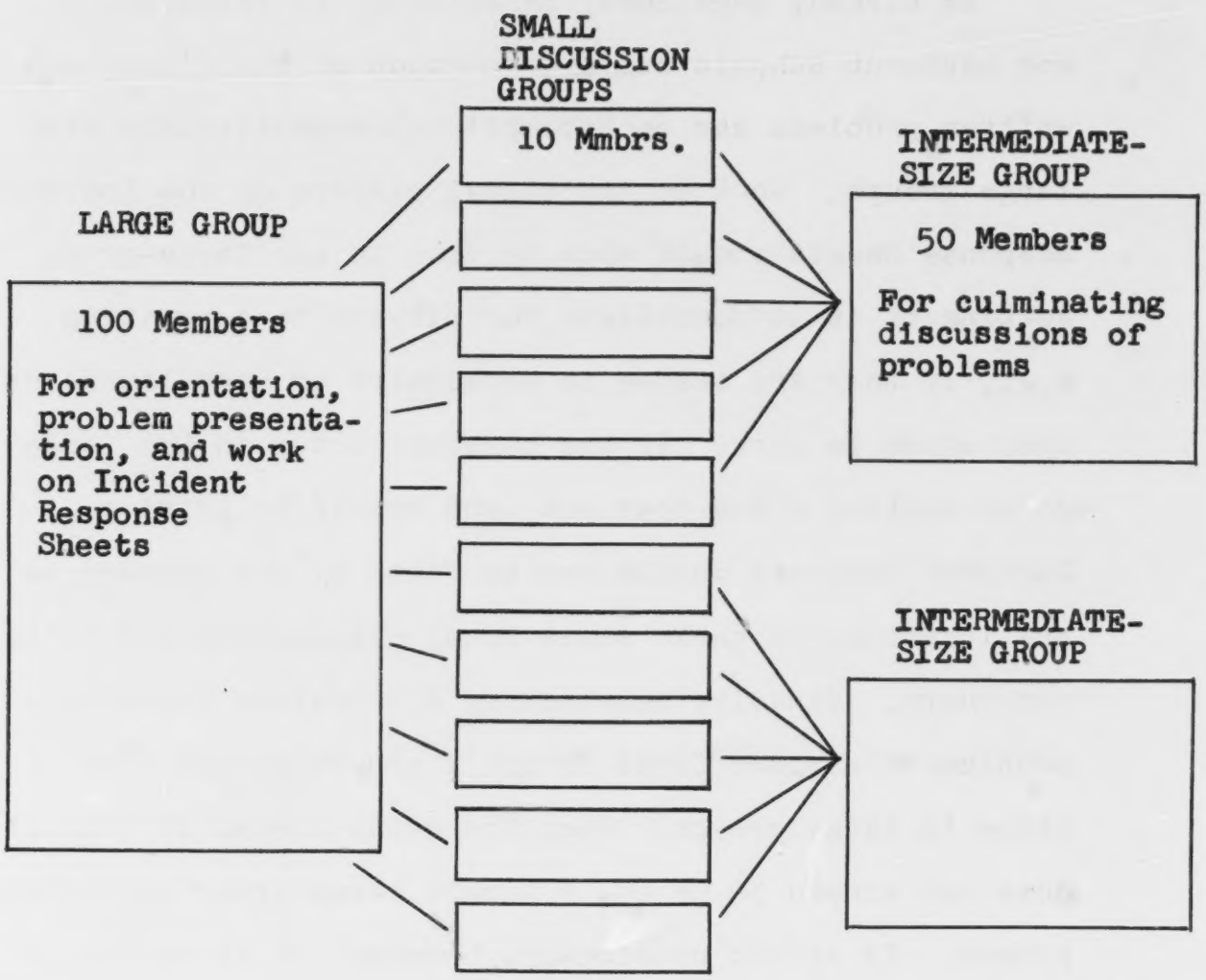
The game has been used with player groups ranging from 20 to 350 members. (Teachers, prospective teachers, principals, central office workers, and even nonprofessional school personnel and school board members have all played the game at various times and places.) The overall size of the group that may be involved effectively in the game is dependent primarily upon the capability to set up small groups not exceeding 10 members in size and, ideally, large groups with no more than 50 or 60 members, except when necessary during the initial orientation session and while showing the filmed problems.

As used with groups numbering 350 players, the game has been played as follows: Orientation, presentation of filmed and written problems, and large-group discussions were carried out with the entire group, but small group

discussions were conducted in 50 groups of 7 members each. The procedure regarding small groups was workable, inasmuch as an entire school building was available for the training program. Thus, large-group sessions were conducted in the auditorium and small-group discussions took place in other rooms in the building. Conventional classrooms adequately accommodated two small groups, and certain other rooms (e.g., the cafeteria) accommodated up to 6 such groups. The large-group meetings conducted in the auditorium involved more participants than the recommended number for such meetings.

A recommended alternative to large-group discussion sessions for trainee groups having a total of more than 50 or 60 members is, following small-group discussions, to regroup the players into groups of intermediate size--i.e., groups having 25 to 50 members, depending upon the overall size of the trainee group and the availability of meeting spaces. A schematic representation of this approach is given in Figure 1. Necessary variations can, of course, be worked out by program directors to meet the needs of their particular situations.

FIGURE 1


SMALL DISCUSSION GROUPS
10 Mmbrs.
LARGE GROUP
100 Members
For orientation, problem presentation, and work on Incident Response Sheets
INTERMEDIATE-SIZE GROUP
50 Members
For culminating discussions of problems
INTERMEDIATE-SIZE GROUP

THE WORK IN LARGE GROUPS

As already mentioned, orientation to Valleybrook and Lakemont schools and presentation of the filmed and written problems can be accomplished expeditiously with large groups. Work by individual players on the Incident Response Sheets should also be done in the large-group setting if it is convenient for players to do writing, e.g., if they are seated in deskchairs or have lapboards upon which to work. If the physical setup in the large-group meeting place does not lend itself to writing, Incident Response Sheets can be taken by the players to the locations of their small-group discussions and filled out there. Finally, culminating discussions relating to problems discussed first in small groups should take place in large groups. When the total number of players does not exceed 50 or 60, a single large group can be employed. As stated previously, however, it is advisable to form several groups numbering not more than 50 or 60 when 100 or more Terrys or Sandys are playing the game.

Only by putting the suggested limitations on the size of the large groups is it possible to achieve really satisfying "closure" with reference to the problems. By way of illustration, when the large group does not exceed the recommended size, it is usually possible to obtain concise feedback (through spokesmen) from all small groups represented, to engage in additional general discussion, and, if desired, to conduct role-plays.

LEADERSHIP IN LARGE-GROUP SESSIONS

A leader, or leaders, are needed for all large-group sessions. In the initial orientation session the program director and/or his appointee should be prepared to introduce the game--to extend a welcome to players, speak briefly about simulation, explain briefly how the game works, and comment generally on the contents of the Participant's Handbook. As mentioned earlier, the program director or his appointee should also be prepared to play the appropriate principal role following the showing of the initial film, e.g., the orientation meeting of new teachers with the Valleybrook principal.

The program director and/or another selected individual(s) should preside at all large-group sessions following problem-solving work done by the small groups. The leadership role in these culminating discussions entails primarily performing such tasks as eliciting feedback from small-group spokesmen, recognizing individuals who may wish to make comments or ask questions, setting up appropriate role-play situations, giving relevant input, restating questions and/or comments for purposes of clarification, and summarizing what has been said at appropriate intervals.

THE WORK IN SMALL GROUPS

Small-group activities are in some ways the most important element of the game, for it is during the small-group discussions that many players will be stimulated to do their

most serious and cogent thinking and will find themselves interacting most intimately and meaningfully with their peers. The varying ideas, viewpoints, and perspectives brought to bear on the problems by the players in the small-group sessions typically generate progressively more astute insights on the part of all concerned. Moreover, critical attitudes and feelings that remain hidden or masked in less intimate situations are frequently bared in the small groups. All of this is to say that the human interaction--the verbal and nonverbal communication--that occurs in the small groups effectively promotes both cognitive and affective growth on the part of the players.

It has been found that the Incident Response Sheets, if used judiciously, can give a thrust to the small-group discussions that is characterized by systematic and direct confrontation of the most critical issues imbedded in the problems encountered by the groups. This is not to suggest, of course, that the Incident Response Sheets should be followed so slavishly that the result is the imposition of an undue amount of structure upon the deliberation of the groups. The discussions taking place in the small groups should be reflective always of the real interests and concerns of the group members and not merely of conformity to an externally imposed and predetermined discussion pattern. In passing, let it be mentioned that free-flowing discussion can also be blocked by certain seating

arrangements, e.g., having the players seated in a row(s) before the group leader. Usually best results are achieved when the players and leader sit in a circle.

One of the most meaningful and productive activities which can be initiated in the small groups is spontaneous role-playing. Such role-playing can enable both those directly involved and those observing to obtain much more valid perceptions of the many problems and issues explicitly or implicitly included in the game than they could derive through mere discussion alone. Role-playing has proved to be particularly valuable as a means of enabling participants in small biracial groups to come to a better understanding of each other's attitudes, fears, and biases and how these influence both professional behavior and the general life styles of racial and ethnic groups. Role-play activities are considered to be so important in connection with the game that they are discussed at length in the text below.

LEADERSHIP FOR SMALL GROUPS

While it is not necessary to have highly trained and experienced leaders working with the small groups, it is desirable at least to prepare selected individuals to give some direction to the proceedings of the groups. In a sense, what is needed in each small group is a "discussion expediter," an individual who can, by asking crucial

questions at appropriate times, constantly but subtly direct the attention of the players to the most relevant aspects of the problems under consideration. Of course, this individual should not intervene so frequently in the discussion as to inhibit or interfere with constructive interaction taking place among members of the group. Nor should his interventions be of a nature (e.g., strong pronouncements of personal opinion) that would result in his intimidating or dominating the group.

The small-group leader can often make especially effective contributions by initiating spontaneous role-playing within his group. During the early stages of the group work he literally might need to goad the discussants into participating by abruptly assuming a role himself and forcing reactions from various group members. After the group has worked through several sessions, however, such extreme action on his part would probably not be necessary.

Small-group leaders or "discussion expediters" for a given game can be selected "outsiders" who have had previous experience with the game elsewhere, or they may be individuals selected from the trainee group itself who have been prepared in advance to work with small groups of their colleagues. Preparation of small-group leaders might range from putting them through all or a truncated

version of the Valleybrook-Lakemont Game to merely giving them as little as an hour or two of orientation regarding salient features of the game and its various procedures. Their preparation will also be facilitated if each is given a copy of the Guidebook for Leaders of Small-Group Discussions at the earliest possible time. Advance study of the guidebook--particularly those sections containing the problem synopses and related questions and the brief discussion of role-playing--will especially benefit the leaders.

Needless to say, planning and/or conducting training for leaders of small-group discussions is a primary responsibility of the program director or someone he delegates.

ROLE-PLAYING ACTIVITIES

As stated earlier, spontaneous role-playing is an activity which has been found to have great value when engaged in by members of small groups playing the Valleybrook-Lakemont Game. In the small-group milieu, role-play has frequently served as the vehicle which has enable players to reach real understanding of the affective dimensions of the problems under consideration. It has proved to be an excellent means of involving individuals and eliciting their direct expression of ideas and emotions. Role-playing also brings out discussion material which might otherwise be omitted from consideration.

In role-play, individuals are to react spontaneously as characters in a given situation. There are no scripts--the dialogue, action and outcome being determined as the individuals interact with one another. (Two of the problems of the Valleybrook-Lakemont game are designed as role-plays, however, and related background information is provided to the participants.) Situations can be role-played with varied casts several times, the differing "actors" giving different interpretations and direction to the same situation. Role-playing can be short- or long-term depending on the participants.

Role-playing is most effective when the individuals involved are relatively uninhibited. For this reason, group leaders must usually introduce role-playing in early group sessions through their own dialogue with group members, thus forcing them to assume a "role" and respond in the first person rather than in the third person. For example, in one of the Valleybrook problem incidents, "The Sleeping Child," participants are asked to answer the young girl's question, "Should I wake him now, teacher?" During the discussion of this question, the group leader might assume, without explanation to the group, the character of the young girl and direct the question to a specific group member:

Leader (as girl): "Should I wake him now, teacher?"

Group member: "Well, I'd say . . . ."

Leader: "I'm the little girl and I'm asking you--'Should I wake him now, teacher?'"

Group member: "Uh, . .no. Let's let him sleep if he is so tired."

Leader: "Good!"

After the leader has used a few of these introductory role-playing situations with various group members, they will usually begin to respond quickly, identifying readily with the character of Terry or Sandy. Moreover, as time passes group members will start to initiate similar role-playing situations without prompting by the leaders.

As the group sessions progress, the problem incidents lend themselves to more advanced role-playing without the participation of the group leader, and with the utilization of more than one group member and even some elementary staging. For example, in another of the game's problems, "The Birthday Party," group members are asked to respond to a white mother's request that her child be allowed to hand out birthday party invitations to only the white children in Terry's room. No matter what stand the group member takes, a provocative role-play situation is set up. If the group member's response is that he/she would not allow the invitation to be issued at school, the group leader immediately initiates role-playing as follows:

> Group leader: "Okay, you (indicating the member responding) are the teacher and it is the next day before school--and you (indicating a white female group member) are Mrs. Keeler. You are angry that the teacher has refused you this favor and have come to school to 'straighten her out.'"

If a group member had responded originally that he/she would allow the invitations to be issued, then the upset parent would have become a Negro mother or father whose child came home "broken-hearted because he had not been invited to Larry's party."

Interesting contrasts are made apparent in role reversal. Role reversal is a form of role-playing in which individuals assume roles opposing their own more natural ones. For example, in "The Birthday Party" incident, a white group member might be asked to portray an upset Negro mother while a Negro group member plays the role of a white Terry Patterson. Analysis of reversal and its effectiveness by all group members should follow all role-playing in which it is used.

On some occasions role-playing can be used effectively with large groups. When role-playing is performed in this setting, however, care should be taken to stage the action so that all present can see and hear.

INCIDENT RESPONSE SHEET FOLLOW-UP

The data contained in the Incident Response Sheets may be helpful in planning follow-up activities. It may

indicate a need to revise procedures with reference to school-community relations or to review courses of study to determine the materials and experiences to be included that are relevant to the present student-body. The in-service program may be another area to be examined based on the responses of the teachers. The data may also give the administration suggestions for items on the agenda for faculty meetings.

III. PROBLEM MATERIALS

This section of the manual includes synopses of and questions relating to all problems included in the Valleybrook-Lakemont Game. Also included are the participant's Incident Response Sheets, the actual written problems, and related role-play information. (This same material is also contained in the Guidebook for Leaders of Small-Group Discussions.) In all cases the form of each problem (i.e., film or written incident) is indicated, and attention is called to student cumulative records if they are relevant. When additional information is available for role-play problems, this fact is also specified. The Valleybrook problems appear first in the section and the Lakemont problems second.

By reading the problem synopses and related information (e.g., questions), and by taking into consideration his objectives and time strictures, a program director can decide which problems he may wish to include in his training program. For example, if he wishes to work with a group of elementary school teachers and has 12 hours of training time available he can select the 5 or 6 Valleybrook problems which appeal to him most. (He would, of course, need to rent or purchase the entire reel of filmed Valleybrook problems in this instance--since filmed incidents cannot be obtained separately--but he could order

selectively only those written problems and Incident Response Sheets he actually planned to use.)

Most of the problems focus upon black-white racial issues. Three, however, are directed toward the Puerto Rican (or Mexican-American) minority group, and two deal with anti-Semitic episodes.

THE VALLEYBROOK SCHOOL PROBLEMS

Filmed
Sleeping Child

Terry Patterson is at his/her desk while the students are busy with seat work. The children (with their giggles) call Terry's attention to the fact that Billy, a Negro boy, is asleep at his desk. In the ensuing comments between Terry and a few of the students, it is learned that this is not the first time Billy has fallen asleep in school, that the boy's parents work the night shift, and that consequently Billy is without supervision and watches television as late as he wishes.* It is also learned that Terry, on the previous day, sent Billy to the school clinic for sleeping in class. Terry is required to make an immediate decision as to what action to take now when a student asks,

"Shall I wake him now, teacher?"

A record on Billy is available in the Participant's Handbook

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*In all of the filmed incidents Terry's words are superimposed on the screen in print rather than spoken orally. The camera is Terry's eyes so that Terry himself/herself is never seen in the filmed incidents. Superimposing Terry's words as indicated thus permits male or female (and black or white) identification with Terry.

Sleeping Child

Incident Response Sheet for Participants

1. Identify the problem.

2. What factors do you believe may be contributing to the problem?

3. Exactly what would you say in response to the question asked at the end of the film?

4. What are some alternative long-term courses of action you might take to help Billy?

5. What information did you find (if any) that was helpful in formulating plans to help Billy?

6. What other information would you like to have?

   How could it be obtained?

7. What personal value or values do you hold which prompted you to reach your decisions?

NOTE: See Appendix A for sample format of Incident Response Sheet.

Sleeping Child

Questions and Suggestions for Group Leader Use

1. What is the immediate problem with which Terry is confronted?

2. If Billy were portrayed as a white child, would the situation be altered in any way? Discuss possibilities.

3. Which of the factors affecting Billy frequently describe most children from low socio-economic environments? Which do not?

4. What effects might the presence of the grandmother have on Billy and his family?

5. What health factors might be involved in this situation? What is the teacher's role in attending to these?

6. What difficulties do you foresee in working with Billy's parents?

7. Does enlisting the cooperation of the family--especially by means of a home visit--become more difficult if the race of the teacher is different from that of the parents? (In considering this question, black Terry Pattersons might consider Billy to be white, whereas white Terrys may identify with the film's Negro child.)

8. Role-play possibilities (See page 32 for suggestions):

   a. Question 3 on the Incident Response Sheet should be answered in the first person. The group leader may assume briefly the role of the student posing the question to force the group members into the desired form of response.

   b. The parent-teacher confrontation (see number 7 above) presents possibilities for role-playing. Group members may be asked to address the group leader as though they were approaching the parent. In this way the group leader can pose the additional problem of an uncooperative, fearful, or resentful parent. If group members foresee no problem of a white or black teacher dealing with parents of the other race, the group leader may invite a group member of a different race to enact a parent confrontation. The group leader would in this case respond as a parent highly conscious of the race factor.

Filmed
Isolated Child

Terry Patterson is observing the children in his/her class during a free-play period. One of the students, Flora, a Negro girl, is observed standing apart from the other children who are playing a group game. Two white students leave the group and engage in conversation concerning Flora. The boy student invites Flora to play, whereupon the girl student responds with the information that Flora never wants to play. Their conversation points out that Flora is relatively new to an integrated school situation. The boy confronts Terry with the problem of Flora's isolation by asking at the film's conclusion, "Teacher, how can we get Flora to play with us?"

A record on Flora is available in the Participant's Handbook

Isolated Child

Incident Response Sheet for Participants

1. Identify the problem.

2. What factors do you believe may be contributing to the problem?

3. What would you say in response to the question asked at the conclusion of the film?

4. What are some long-term courses of action you might take to help Flora?

   What might be the probable outcome(s) associated with each course of action?

5. What information did you find (if any) that was useful in formulating alternatives?

6. What other information would you like to have?

   How could it be obtained?

7. What personal value or values do you hold which prompted you to reach your decisions?

Isolated Child

Questions and Suggestions for Group Leader Use

1. What is the immediate problem? Why would Terry act as he/she indicates in response to the immediate problem? What is the long-range problem?

2. What support can be offered for Flora's isolation being self-imposed rather than group imposed?

3. Is the problem situation altered if Flora becomes a white rather than a black student? How can being a member of a minority group exaggerate feelings of insecurity and poor self-concept?

4. Would a black Terry Patterson be more able to help Flora than a white Terry? Would the situation be altered if Terry were black and Flora white?

5. How might a white Terry Patterson be a part of Flora's fear?

6. How about relationships with Flora's family? (See Question 7, "Sleeping Child.")

7. Role-play possibilities:

   a. Require first person responses to the question asked at conclusion of film; the group leader may assume the role of the boy and ask the question directly to a group member to force desired manner of response.

   b. The teacher's approach to Flora might be role-played by two group members assuming the roles of Terry and Flora. The possibility of a contrast between Flora's reaction to a white Terry and her reaction to a black Terry (the same person should play Flora in both instances) may be explored if this appears desirable.

Filmed
The Curriculum Is Questioned

Terry Patterson is at his/her desk while the students are copying a list of Union and Confederate states. A student asks if all the states must be copied and is told that they must. All is quiet for a moment; then a Negro student says that she does not like to have to study about the Civil War. Another Negro student agrees with her protest. A conflict between the Negro and white students flares briefly as a few white students state their enjoyment of the subject after the Negro children have expressed their discomfort at being reminded of slavery. The issue of studying the Civil War is presented squarely to Terry to defend as, at the film's conclusion, a Negro girl asks, "Why do we have to study about the ol' Civil War, Teacher?"

The Curriculum is Questioned

Incident Response Sheet for Participants

1. Identify the problem.

2. What factors do you believe may be contributing to the problem?

3. Exactly how would you respond to the question at the end of the film?

4. What alternative long-term courses of action do you believe might be taken to solve this kind of problem?

5. What personal value or values do you hold which prompted you to reach your decisions?

The Curriculum is Questioned

Questions for Group Leader Use

1. In what ways might the black children feel threatened by the issue of slavery?

2. How might a black Terry Patterson, as opposed to a white Terry Patterson, affect the feelings of the black children? The white children?

3. What could Terry have done prior to the day's lesson to prevent the threat and discomfort of the black children?

4. What role, if any, do the mass media play in precipitating the kind of problem presented?

5. What role does the traditional history textbook play in the situation presented?

6. How might the study of slavery and the Civil War be used to create greater understanding and co-operation between the black and white children in Terry's class?

7. What is the teacher's role and responsibility in handling racial issues in a biracial class? What might be the results of the various ways of handling such issues?

Filmed
A Reading Problem

It is early in the year and Terry Patterson is giving a short oral reading test to his/her students. Three children, two white and one black, are called to Terry's desk for the test while the other children work quietly at their seats. The three children in turn read aloud a few sentences. Their reading is significantly below grade level, and they appear uncomfortable. The last reader, Tommy, after struggling through his sentences, looks at Terry and asks, "Why do we have to read, Teacher? I don't like to read." The film ends as the children wait for Terry's response.

Records for Sally, George and Tommy are available in the Participant's Handbook.

A Reading Problem

Incident Response Sheet for Participants

1. Identify the problem you have seen as specifically as possible.

2. Exactly how would you answer Tommy's question at the end of the film?

3. What factors do you believe may be contributing to the children's reading disabilities?

4. What specific information did you find that was useful in gaining a better understanding of each of the children?

5. What are some alternative instructional or evaluative procedures open to you for working to improve Sally's reading? George's? Tommy's?

6. Which available course(s) of action would you choose for each child? Why?

7. What special materials and/or techniques would you employ with each child?

8. What personal value or values do you hold which prompted you to reach your decisions?

A Reading Problem

Questions for Group Leader Use

1. What are some ways teachers can provide specialized help for slow or educationally handicapped students without unduly taking away time from the better students?

2. How can teachers provide special assistance for slow or educationally handicapped students without calling attention to their inferior class standing?

3. What is the obligation of the teacher for educating the student who is not able to perform at the assigned grade level?

4. Should Terry differentiate reading materials in any significant way as he/she seeks to help the three students become better readers? How? (This line of questioning should be used to bring out the inappropriateness of much traditional reading material for black children.)

Filmed
A Plea for Help

Terry Patterson is working on class records after school when a Negro colleague stops by with some promised materials and a plea for help. Terry learns that a trying relationship has developed between the Negro teacher and one of her white students. The difficulty began when the teacher required the student to have an excuse properly verified in the school office, then returned to her. The student did so but in a rude manner, and since that time has been "impudent" and increasingly difficult to discipline. Terry is asked to respond to the situation at the conclusion of the film when the teacher asks, "Terry, what do you think I should do?"

A Plea for Help

Incident Response Sheet for Participants

1. What seems to be the troubled teacher's problem?

2. What factors do you believe are contributing to her problem?

3. What alternatives are open to her in solving the problem?

4. What specific response would you give to her request for help at the conclusion of the film?

5. In what ways, if any, do you think you might help her to solve the problem?

6. How could a total school come to grips with this type of problem?

7. What personal value or values do you hold which prompted you to reach your decisions?

A Plea for Help

Questions for Group Leader Use

1. Are there any racial reasons why Terry's colleague might be having difficulties with the white child? What might some be?

2. If Terry's colleague were white and the "problem child" black, might there be racial reasons accounting for the difficulty? What might some be?

3. Who would have the advantage: a white Terry in a predominantly black classroom dealing with an impudent black child or a black Terry in a predominantly white classroom dealing with an impudent white child? Exactly why?

4. Can you think of any reasons why Terry's colleague might be reluctant to seek help from her principal?

Filmed
A Problem for the Faculty

Terry Patterson is in a faculty meeting. Mr. Simpson, the principal, recognizes the school's band director, Mr. Martin, who presents a problem for the faculty to solve. Mr. Martin, a Negro, is concerned that the school band may become extinct because of waning support of white and black students. As Terry listens, Mr. Martin explains that during the previous year the band was predominantly white. With the admission of a few Negro members and the expressed interest of other Negroes in joining the band, white members began to drop out. This year the white members have continued to drop out of the school band and the expected Negro membership has not materialized. Soon, Mr. Martin concludes, the band may not have enough members to function. Mr. Simpson, expressing concern, turns to Terry and the other faculty members. The film concludes as he asks, "Do any of you have suggestions as to steps Mr. Martin might take?"

A Problem for the Faculty

Incident Response Sheet for Participants

1. Identify the problem.

2. What do you believe are the factors contributing to the problem?

3. What alternatives are open to Mr. Martin as he works in the problem situation?

4. In what ways, if any, do you think the faculty can work to solve the problem?

   What might be the probable outcome(s) associated with each course of action?

5. In what ways, if any, do you think you personally might contribute to a solution of the problem?

6. What personal value or values do you hold that prompted you to reach your decisions?

A Problem for the Faculty

Questions for Group Leader Use

1. Would the problem situation be likely to be different if Mr. Martin were white rather than black? Why or why not?

2. Is eliciting student participation in extra-curricular activities likely to become a special problem in the desegregated school? Why or why not?

3. Would black children by nature be more likely than white children to want to participate in certain kinds of activities, e.g., band, chorus, athletics? Why or why not?

Filmed
Teachers' Lounge

Terry Patterson enters the teachers' lounge where a discussion pertaining to the integrated staff at Valleybrook School is in progress among three teachers. An experienced, Negro female teacher reveals that Miss Green, a white teacher who is not present in the lounge, often makes her feel unwelcome. Especially annoying is Miss Green's continued mispronunciation of "Negro" and the fact that she has a Confederate license tag on her car.* Two teachers, one white and one black, express the opinion that Miss Green is not intentionally insulting, but it is evident that the complaining teacher construes her actions as deliberate and highly prejudiced. Terry is brought into the discussion when asked at the film's conclusion, "Terry, what would you suggest that I do?"

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*In a non-southern setting, Mrs. Green might be identified as a new teacher from the South so as to make the incident more appropriate for the group.

Teachers' Lounge

Incident Response Sheet for Participants

1. What seems to be the complaining teacher's problem?

2. What factors do you believe are contributing to her problem?

3. What alternatives are open to her in resolving the problem?

4. How would you answer her question at the end of the film?

5. What action(s), if any, do you believe you personally could take to help alleviate the complaining teacher's problem?

6. What (if any) school-wide approaches could be taken?

   What might be the probable outcome(s) associated with each course of action?

7. What personal value or values do you hold that prompted you to reach your decisions?

Teachers' Lounge

Questions and Suggestions for Group Leader Use

1. Many white teachers in the South will be quite defensive about the implied prejudice of pronouncing Negro as "nig-ra" and of having a Confederate tag on one's car. They may want to express their reactions to the film's implications immediately and may not wish to follow the pattern of responding privately on paper, then following the question format in discussion. If the discussion dynamics begin immediately, the group leader may choose to allow the discussion to continue, returning to the format later. The Negro group members should be asked for their reactions to "nig-ra" and for their preferences as to how their race is identified, i.e., black, Negro, Afro-American, colored, or other.

2. The group members may be asked to reverse the races in the film, thinking of the complaining teacher as white and of Miss Green as a Negro who refers to members of the Caucasian race as "whitey" and who has a "Black Power" bumper sticker on her car.

   How does this reversal affect the problem? Are the two situations analogous?

3. This simulation exercise lends itself to an open discussion of the "little things" that can and do give offense to racially-sensitive individuals. The group leader should try to allow all group members to express their opinions freely. After discussion and expression of reactions to the simulated problem and its implications, the discussion should be directed to means of insuring that misunderstanding and casual comments do not mar inter-personal relations. Also, the group might deal with the implications of having a bona fide racist(s) on the faculty. For example:

   What is the effect of teacher-teacher relations on the school climate in general?

   What effect might intra-faculty racial strife have on the students?

   What might be some specific ways of dealing with a racial bigot(s) on a biracial staff?

   What can be done to counteract the damaging effects of racism among faculty members?

Filmed
An Unexpected Encounter

It is after school and Terry Patterson is working on records at his/her desk. Suddenly the door is opened and an angry and upset white father confronts Terry.

Terry learns from the father that his daughter, Suzie, was kissed by a Negro child while on the playground the preceding day. The father explains his anger as concern since so many of "those children," implying the Negro children in the school, are "not very clean." Also, he is upset because he feels such incidents might lead to "other things." The film concludes as the irate father demands of Terry, "Now, what I want to know is what you're going to do to stop this sort of thing from happening."

A record is available for Suzy in the Participant's Handbook.

An Unexpected Encounter

Incident Response Sheet for Participants

1. What seems to be the problem?

2. What factors do you believe have contributed to the attitude of Suzie's father?

3. Exactly what would you say to the upset father at the end of the film?

4. What steps (if any) would you take in an attempt to prevent a recurrence of the type of incident responsible for the complaint?

   What might be the probable outcome(s) associated with each course of action?

5. What personal value or values do you hold that prompted you to reach your decisions?

An Unexpected Encounter

Questions and Suggestions for Group Leader Use

1. How widely held among whites are the stereotypes applied to Negroes by the upset father?

2. How justified are the father's implied fears of interracial dating and marriage?

3. The potential explosiveness of this incident (and the root fears involved) can be well demonstrated through role-playing. Encourage various members of the group to play both the role of Terry and the father. A particularly revealing kind of role-play is sometimes enacted when a Negro group member takes the part of the father. Role reversal can also be illuminating in another way. Have a black father confront Terry with the complaint that his daughter has been kissed by a white boy.

Written
The Birthday Party

Just before school starts on a Monday morning, a pupil (Larry Keeler) hands Terry Patterson a note from his mother. In the note Mrs. Keeler requests that Larry be allowed to bring to school the following day written invitations to his birthday party to be held Wednesday afternoon, and to issue the invitations to all of the white children in the class. Mrs. Keeler explains that she will be out of town all day and, therefore, will be out of reach by telephone. She requests that Terry respond by a note sent home that afternoon by Larry. Terry must make his/her response.

This simulation exercise is presented in the form of the written note from Mrs. Keeler rather than by film. Group members are asked to write out the exact responding note they would send home to Mrs. Keeler.

A record is available for Larry in the Participant's Handbook.

The Birthday Party

Written Problem

Just before school starts on Monday morning a pupil hands Terry Patterson the following note:

Dear Teacher:

Larry's birthday is this coming Wednesday. I am planning a party for him after school that day and want to invite all of the white children in your room to attend. Is it all right if Larry brings written invitations to give to the children tomorrow? I will be away from home all day today until late this evening and cannot be reached by telephone - I must drive to Springer to look in on my mother who has been ill. Please send your answer home with Larry in a note. Thank you very much.

Sincerely yours,

Mrs. Keeler

A record for Larry Keeler is available in the Participant's Handbook.

The Birthday Party

Incident Response Sheet for Participants

1. Identify the problem.

2. What are some factors which should be taken into consideration in working out a solution to the problem?

3. What, if any, long-range implications are connected with the problem?

4. What would you say in your note to Mrs. Keeler? (Write your exact reply.)

5. What are some alternative ways to prevent a similar problem from arising again?

6. What value or values do you hold that prompted you to reach your decisions?

The Birthday Party

Questions and Suggestions for Group Leader Use

1. What, if any, implications are involved in this problem incident insofar as basic school policy is concerned?

2. See pages 33-34 for suggestions relating to role-playing activities.

Written
A Communication Problem
(Negro)

Terry Patterson receives a note from the principal, Mr. Simpson, directed to all of the teachers. The note recognizes the various language difficulties several of the teachers have expressed regarding oral communication with the Negro students. Mr. Simpson requests that each teacher write down possible suggestions as to ways of improving Negro speech and understanding of "standard English" on a classroom, schoolwide, and systemwide basis. The suggestions are to be given to Mr. Simpson prior to the next faculty meeting.

This simulation exercise is presented in the form of the note to Terry rather than by film. Group members are requested to respond as Terry Patterson to the principal's request.

A Communication Problem (Negro)

Written Problem

Terry stops in the office before school to check the mail. The following communication is in all of the teachers' boxes.

Dear Teacher:

All day yesterday I thought about a problem that was raised, but discussed only briefly, in our staff meeting after school the day before yesterday. The problem? The difficulty some of you reported you are having in communicating orally with your Negro pupils. There seemed to be general agreement among those of you who are white that many expressions and pronunciations used by your Negro students are unfamiliar or unintelligible to you. You also expressed the concern that some of your own middle-class white speech forms and pronunciations might be equally unfamiliar or unintelligible to many of your Negro pupils.

I should like for us to discuss and work together on this problem in a special staff meeting on Wednesday afternoon next week.

To expedite our work on Wednesday, I should like for each of you to do the following before the meeting: (1) Write down a list of all possible ways you can think of by which individual teachers in their own classrooms might help their Negro pupils improve their speech and understanding of "standard" English. (2) Write down a list of all possible things you can think of that might be done cooperatively by a few teachers on a school-wide basis to lessen the communication problem between white teachers and Negro pupils. (3) Write down a list of all possible things you can think of that I and/or Central Office personnel might do to assist with the solution of the problem.

If you will do the above, I believe by working in our staff meeting, initially in small groups and later all together, we can come up with composite guidelines that may be of real help to us. Anyway let's give it a try.

Thomas Simpson

A Communication Problem (Negro)

Incident Response Sheet for Participants

1. Identify the problem.

2. Draw up the lists of suggestions requested by Mr. Simpson.

3. What sources of information were available (if any) which were useful as you formulated your suggestions?

4. What other information would you like to have had?

   How could it be obtained?

5. What personal value or values prompted you to reach your decisions?

A Communication Problem (Negro)

Questions for Group Leader Use

1. How widespread are communications problems in the desegregated school?

2. Should teachers endeavor to make "standard English" the prevailing mode of speech of black and/or white disadvantaged children? Why or why not?

3. Some authorities are advocating that disadvantaged children be taught "standard English" as a second language. Explain their concept. Do you agree or disagree with their ideas. Why or why not?

Written
A Communication Problem
(Puerto Rican or Mexican-American)

Terry Patterson receives a note from the principal, Mr. Simpson, directed to all of the teachers. The note refers to language problems several of the teachers have described in connection with Puerto Rican (or Mexican-American) students. Mr. Simpson requests that each teacher write down suggestions as to possible ways problems of this type might be alleviated. The suggestions are to include ideas that can be implemented by the individual teacher in his/her classroom and on a schoolwide and systemwide basis. These suggestions are to be given to Mr. Simpson prior to the next faculty meeting.

A Communication Problem (Puerto Rican or Mexican-American)

Written Problem

Terry stops in the office before school to check the mail. The following communication is in all of the teachers' boxes.

Dear Teacher:

All day yesterday I thought about a problem that was raised, but discussed only briefly, in our staff meeting after school the day before yesterday. The problem? The difficulty some of you reported you are having in communicating with your Puerto Rican students.

I should like for us to discuss and work together on this problem in a special staff meeting on Tuesday afternoon next week.

To expedite our work on Tuesday, I should like for each of you to do the following before the meeting: (1) Write down a list of all possible ways you can think of by which individual teachers in their own classrooms might help their Puerto Rican students to improve their proficiency in speaking and writing standard English. (2) Write down a list of all possible things you can think of that might be done cooperatively by a group(s) of teachers to accomplish the same end. (3) Write down a list of all possible things you can think of that I and/or Central Office personnel might do to assist with the solution of the problem.

If you will do the above, I believe by working in our staff meeting, initially in small groups and later all together, we can come up with composite guidelines that may be of real help to us. Anyway, lets give it a try.

Thomas Simpson

A Communication Problem (Puerto Rican or Mexican-American)

Incident Response Sheet for Participants

1. Identify the problem.

2. Draw up the lists of suggestions requested by Mr. Simpson.

3. What sources of information were available (if any) which were useful as you formulated your suggestions?

4. What other information would you like to have had?

   How could it be obtained?

5. What personal value or values prompted you to reach your decisions?

A Communication Problem (Puerto Rican or Mexican-American)

Questions for Group Leader Use

1. Should English or special teachers be expected to assume the major responsibility of dealing with the problem? Why or why not?

2. Should Puerto Rican (or Mexican-American) history and culture be included in Valleybrook's curriculum along with an emphasis upon the Spanish language? If so, how might this be done?

3. How might parents be involved in solving the problem?

Written
Fighting Boys

Terry Patterson receives a request from the principal, Mr. Simpson, to come to the office for a parent conference with Mr. Rick. Terry anticipates that the impending conference will not be pleasant as Mr. Rick has not been cooperative in regard to Terry's disciplinary actions with his son, David. Mr. Rick had sent a note to Terry the preceding week warning Terry about having "jumped on (David) for fighting with that Hayes boy." Terry responded at that time with a note explaining the necessity of disciplining the boys for fighting.

Records are available in the Participant's Handbook on both boys involved in the fighting incident which led to the present confrontation between Terry Patterson and Mr. Rick. The record on David suggests that Mr. Rick is a former member of the American Freedom Party.

This simulation exercise is unique in that it sets up extensive role-play with additional background information provided for the group members acting the roles of Terry, Mr. Rick, Billy Hayes, and David Rick. The exercise is presented in the form of the written notes exchanged between Terry and Mr. Rick rather than via film.

Fighting Boys

Written Problem

Last week Terry Patterson received the following note:

> Teacher_____:
>
> Today my boy came home from school and told me that you had jumped on him for fighting with that Hayes boy. I refuse to put up with this and it had better not happen again. If it does there will be trouble and you will be very sorry.
>
> Timothy Rick

The next day Terry sent the following note in answer to Mr. Rick.

> Dear Mr. Rick:
>
> I regret that the fighting incident to which you referred in your note occurred. Since both boys were fighting, however, it would have been unfair to have reprimanded one and not the other. Obviously, we cannot permit fighting as someone might get hurt. In addition, it upsets the other children. Perhaps with your cooperation it will not happen again.
>
> I hope you understand.
>
> Terry Patterson

At the moment Mr. Rick is waiting in the main office to see Terry Patterson. He is quite upset and angry. Mr. Simpson has just sent a request for Terry to come to the office.

Records for both boys are available in the Participant's Handbook.

Fighting Boys

Incident Response Sheet for Participants

1. What is the immediate problem to be faced in the impending confrontations with Mr. Rick?

2. What, if any, immediate preparations can you make for the conference?

3. Would or would you not ask to have David and Billy brought into the conference? Why or why not?

4. What is the long-term nature of the problem?

5. What are some factors to be taken into consideration in working out a solution to the long-term problem?

6. What are some alternative courses of action you might follow in an attempt to deal with the problem in the future?

   What are the probable outcomes associated with each course of action?

7. What, if any, school-wide action could be taken to alleviate this type of problem?

8. What personal value or values do you hold that prompted you to reach your decisions?

Fighting Boys

Questions for Group Leader Use

1. Should Terry request that the boys be present at the conference with Mr. Rick? Why or why not?

2. Does the problem incident imply any bad judgment on the part of the principal? Why or why not?

3. Does the problem incident have any implications regarding school policy? If so, what are they?

Fighting Boys

Related Role-Play Information

Information for Terry Patterson

1. Last week on the playground David Rick and Christopher Hayes got into a fight. The argument began when Christopher snatched David's hat and would not return it right away. David chased him and although unable to catch him managed to trip Christopher so that he fell. He came up swinging and David hit back at him. Although neither boy was hurt both became quite angry. You disciplined both boys by keeping them after school. The next morning David brought a note from his father threatening you if you should discipline his son again for fighting.

2. Yesterday at lunch David tried to trip Christopher again as the boys were leaving the lunch room. Christopher retaliated by shoving David. You observed the boys scuffling and again you kept them after school.

3. David is not an aggressive child and you are surprised that he has been fighting. Christopher has not been an overly aggressive child this year and has caused no problems in this way either. You really do not know what, if anything, has caused the present bad feelings between the two boys.

4. You have never met Mr. Rick although you did meet his wife at one of the PTA meetings. She seemed to be a rather quiet type.

Fighting Boys

Related Role-Play Information

Information for Mr. Rick

1. You have been having many problems this past year, both personal and financial. You would like to walk out on everything but do not know what would happen to the children. You worry about money a great deal. It seems there is never enough. Recently you took another job and now it seems you are always tired.

2. You came from a background of hardship. Consequently, you missed a lot of advantages. While you were in the army you had the opportunity for the first time to see some of the world and how other people live. You had hoped to find success in a job when you were discharged but because of an educational deficit success has eluded you.

3. You are prejudiced and dislike the idea of the Negro children attending your children's school. You feel that you are better than they and that they have no right to be there.

4. You are secretly proud that your boy got into a fight. You have been hoping he would show a little spunk. You are also upset that he was disciplined because the other boy was a Negro child. You feel that it was alright for him to hit the Negro boy but that the other boy should not have been allowed to hit David back. In addition, you would not have objected to David's having been punished for fighting if the other boy had been a white child. As it is however, you are really mad and are going to do all you can to cause trouble for the teacher and perhaps the school also.

Fighting Boys

Related Role-Play Information

Information for David Rick

Perhaps as a result of moving around or perhaps as a result of the economic problems of your family you are having a hard time adjusting to school and the other children. You feel that the children pick on you but when you tell the teacher about this you do not feel that she is really concerned. If you tell your folks at home how the other children treat you your mother says, "Don't worry, they like you. How could they help but like you?" Your father says, "Hit back, when the kids pick on you." You are confused. You tried it your mother's way and now you tried it your father's. You are not happy with either. You really do not dislike Christopher and you do not think the other children like you any better as a result of your fight with him. You go to school early many mornings hoping you will get to talk with the teacher because one day you think maybe you will get enough nerve to ask for help. You would like to do well in school and you would like to be popular with the other children but you are confused.

Fighting Boys

Related Role-Play Information

Information for Billy Hayes

You did not mean to cause trouble, since you were only playing when you snatched Christopher's hat. All your classmates tease David and he had never reacted before as he did when you took his hat. You like him all right -- you never really thought about it one way or the other.

Neither you nor your folks minded that you were disciplined, and you do not see what all the fuss is about with David's father. You think that grown-ups sure can act peculiar sometimes. You hope that your family does not come to the school because that would really be embarrassing to you. You hope, too, that you would not have to go to the office. You also like your teacher who you hope will not get into trouble over any of this.

Written
A New Pupil's Problem

A new student, Rachel Braun, hands Terry a note from her mother before school starts. The note reports that David Rick, another of Terry's pupils, has been directing anti-Jewish epithets at Rachel and requests that Terry talk with David and instruct him to cease his attack on Rachel. Rachel's mother also asks for suggestions as to what she and her husband might do to be helpful and indicates they will contact David's parents directly if Terry thinks this advisable. Mrs. Braun asks that Terry respond by a note sent home that afternoon by Rachel. Terry must write this note.

This simulation exercise is presented in the form of the written note from Mrs. Braun rather than by film. Group members must write the exact responding note they would send home to Mrs. Braun.

A record is available for David in the Participant's Handbook.

A New Pupil's Problem

Written Problem

Rachel Braun, a new student, hands the following note to Terry before school:

Dear Teacher:

My daughter, Rachel, enrolled in your school the day before yesterday. Last night she reported to her father and me that a classmate, David Rick, had called her anti-Jewish names throughout the day. Rachel has never been attacked in this manner in school before and is extremely upset by the Rick boy's behavior toward her.

I'm sure you would not approve of what is going on and am taking this means of immediately calling it to your attention. I dislike writing, but we will not have telephone service for several more days, and I work, myself, and cannot get to the school during regular school hours.

Would you please speak to the Rick boy and ask him to stop calling Rachel names? Also, would you please send a note home this afternoon with Rachel confirming your willingness to do this and giving me any suggestions you might have as to how my husband and I might be helpful in getting this matter settled. If you think it advisable, we will take this problem up directly with David Rick's parents.

I'm sure you will understand how important it is that we get this matter ironed out at once. Rachel is a sensitive child whose smooth adjustment to her new school is being threatened.

Thank you very much for your help and cooperation.

Sincerely yours,

Mrs. David Braun

A record for David Rick is available in the Participant's Handbook.

A New Pupil's Problem

Incident Response Sheet for Participants

1. Identify the problem.

2. What are some factors which should be taken into consideration in working out a solution to the problem?

3. What, if any, long-range implications are connected with the problem?

4. Where would you seek background information about the problem?

5. What would you say in your note to Mrs. Braun? (Write your exact reply.)

6. What are some alternative ways to prevent similar problems from arising in the future?

7. What value or values do you hold that prompted you to reach your decisions?

NOTE: On actual worksheet more space is provided for notations.

A New Pupil's Problem

Questions and Suggestions for Group Leader Use

1. Are Rachel and her parents displaying hypersensitivity to a kind of slur on their religious group that would better be ignored? Why or why not do you think this to be the case? Should the school become involved at all in such matters? Why or why not?

2. Would you investigate Mrs. Braun's charges against David? How?

3. Would you bring Rachel and David together in an attempt to solve the problem? Why or why not?

4. Role-play possibilities:

   a. Role-play a conference with Rachel.

   b. Role-play a conference with David.

   c. Role-play a conference involving both Rachel and David.

THE LAKEMONT HIGH SCHOOL PROBLEMS

Filmed
A Spirit Problem

The executive committee of the Rebel Yell Pep Club of Lakemont High School is meeting to discuss applications for membership. Sandy is a co-sponsor of the club and is observing the proceedings from the back of the room. One of the club officers notes that there are no black students among the applicants for club membership. Some members express their concern that the black students may not feel wanted in the currently all-white club. One student responds that indeed he doesn't particularly want black students in; whereas, another student questions whether or not the club name may be offensive to the black students. Most of the club members agree that they have a responsibility to involve all students at Lakemont High in school activities. But the question is, "How?" The film concludes as the committee members turn and ask, "What do our sponsors suggest?"

A Spirit Problem

Incident Response Sheet for Participants

1. What is the problem?

2. What are the factors contributing to the problem?

3. What would you say in response to the question asked at the end of the film? ("What do our sponsors suggest?")

4. What could you do as an individual teacher to contribute to the solution of the problem?

   What are some long-range, school-wide solutions for the problem?

5. What values do you hold that prompt your suggested solutions for the problem?

A Spirit Problem

Questions for Group Leader Use

1. What are some of the implications of the comments made by the various club members?

   a. Are there differences in the reactions of white and black discussion group members to the "Dixie" incident mentioned in the film? To the club's name, the Rebel Yell Pep Club? If different reactions are offered, encourage the group members to express their feelings fully.

   b. Why is it that students often continue to refer to a newly integrated school as the "white school?" What does this indicate about the school? The faculty? The student body?

2. What might be some reasons why black students are not very active in extracurricular school activities?

3. Is there a difference between "desegregation" and "integration?" Define each term.

4. How can a school promote integration of its minority group students within the framework of its regular curriculum? In extra-class activities?

Filmed
We Were There

Sandy is at his/her desk after school when a colleague stops by and asks for some advice. The colleague is Jane Fowler, a young, white teacher of 11th grade American history. Jane describes to Sandy the unexpected display that greeted her when she arrived at school that morning. Pictures and names of Negroes had been placed all about the room. Jane confesses to Sandy that many of the Negroes pictured and named in the display are unknown to her. Accompanying the display was a large sign reading, "WE WERE THERE."

Sandy learns that Jane removed all of the materials prior to the arrival of her students because she was unsure of how to proceed. The film concludes as Jane asks Sandy, "How would you interpret this? Where do I go from here?"

We Were There

Incident Response Sheet for Participants

1. What is the problem?

2. What are the factors contributing to the problem?

3. How would you answer Jane Fowler's question at the end of the film?

4. What could you do as an individual teacher to contribute to the solution of the problem?

   What are some long-range, school-wide solutions for the problem?

5. What values do you hold that prompt your suggested solutions for the problem?

We Were There

Questions for Group Leader Use

1. What does the important role played by textbooks in the determination of curriculum content have to do with this problem? Are there any implications here for the selection of textbooks? What are they?

2. Does a teacher like Jane Fowler have an obligation to expand the content of her subject field so that minority group contributions to American history are given more emphasis? If so, how might she accomplish this? Are there sources of help available to her? What are they?

3. How should 'Negro history' be taught--as a separate unit or on an integrated basis? Why?

4. What sorts of things might be done in a predominantly white school to help Negro students develop a greater sense of pride in their race and culture and increase white students' appreciation of Negro contributions to our history and society? Have group members suggest what they might do in their respective subject matter areas.

5. Should a teacher allow discussion of controversial issues raised in class? If so, what are his responsibilities with reference to such discussions?

Filmed
Volunteer Parents

Each year the 10th grade of Lakemont High School sponsors a spaghetti supper. This year Sandy's homeroom is in charge of the supper and the class is completing plans. The class secretary observes that so few parents have volunteered to serve on the various committees that the supper may have to be called off. This announcement causes quite a stir, since many tickets have already been sold. The president tries to solve the problem by asking certain students if they can get their parents to participate. Both a white and black girl, when questioned, indicate that their parents won't be available to help. The latter student comments brusquely, "My parents don't want to come to nuthin' at this school, and they sure aren't goin' to serve on any CLEAN-UP Committee! Huh!" Immediately several white students respond that it is unfair that some parents never help out. As the film concludes, Sandy, who has been quietly observing the proceedings from the side of the room, is suddenly faced with a divided class and a ticklish question to answer: "Why is that, teacher?" (Some parents never come to school.) "How can we get them to participate?"

Records on the white girl (Derrill) and the black girl (Hannah) are available in the Participant's Handbook.

Volunteer Parents

Incident Response Sheet for Participants

1. What is the problem?

2. What factors are contributing to the problem?

3. Where did you find information that you consider relevant to the problem?

   What was it?

4. What could you do as an individual teacher that would contribute to the solution of the problem?

5. What are some long-range, school-wide solutions for the problem?

6. What values do you hold that prompt your suggested solutions for the problem?

Volunteer Parents

Questions for Group Leader Use

1. Would you expect Derrill's mother to be an active participant in school affairs? Why or why not? How do parents in the lower socio-economic brackets tend to regard teachers and schools?

2. Would you expect Hannah's parents to be active participants in school affairs? Why or why not? What significance do you attach to Hannah's comment about the CLEAN-UP Committee?

3. Why might Negro parents in a minority school situation (like Lakemont High) be especially difficult to involve in school activities? White parents in a minority school situation?

4. Should Sandy and other Lakemont High teachers make home visits to get better acquainted with parents? Why or why not? Would a white Sandy be likely to have any problems with a home visit with Hannah's parents that a black Sandy might not have? Why or why not? Might a black Sandy have some problems with a home visit with Derrill's mother that a white Sandy might not have? Why or why not?

5. Is there any significant evidence that the problem of involving parents in a meaningful way in school affairs should be given a high priority by school teachers and administrators? What about involvement of community leaders who may not be parents? (The significance of the "community control" and "decentralization" controversies can be explored here.)

Filmed
Order in the Classroom

It is near the close of the school day. Sandy is approaching another teacher's room to give her a message when a disturbance is heard. As the classroom comes into view, Sandy sees an upset teacher, two laughing boys, and a generally disrupted class. The bell rings and the students dash out leaving the teacher feeling quite distraught. She turns to Sandy, describing the disrespectful behavior of the two boys who had been standing. She indicates that the students do not accept her authority and seem even to "hate" her. Finally, with deep concern she asks, "Sandy, what am I going to do?" The film concludes as she waits for a response.

The teacher in the film is b[illegible]ck. One boy is white; the other is black.

Order in the Classroom

Incident Response Sheet for Participants

1. What is the problem?

2. What are the factors contributing to the problem?

3. How would you answer the teacher's plea for help at the end of the film?

4. What could you do as an individual teacher that would contribute to the solution of the problem?

5. What are some long-range, school-wide solutions for the problem?

6. What values do you hold that prompt your suggested solutions for the problem?

Order in the Classroom

Questions for Group Leader Use

1. Are there any particular reasons why the black teacher might be having "discipline problems" with her predominantly white class? If so, what might some of these be?

2. Might a white teacher have special problems maintaining order in a predominantly black class? Why or why not?

3. Would a black Sandy be likely to give the same advice to the teacher asking for help as a white Sandy? Why or why not?

4. Are there any reasons why the teacher in the film might be reluctant to seek the principal's help? If so, what are they?

Filmed
A Matter of Dress

It is homeroom period. Sandy is working at his/her desk while the students work or talk quietly in their seats. Suddenly, the attention of the room is directed toward a student brought in for enrollment in Sandy's homeroom. The student is Charles Washington, black, who is returning to Lakemont High School after attending school for several months in Atlanta. The students react with some surprise to Charles' appearance. A white student laughingly calls him a bushman. To this Charles responds by calling him a honkie. Several students react to Charles and his mode of dress. One defends his right to dress in any way he pleases; others object to his mode of dress, associating it with the Black Militant movement. Charles listens to their comments, then swings around to Sandy, demanding, "Do you see anything wrong with the way I look?" The film concludes as the class awaits Sandy's reaction.

A record on Charles Washington is available in the Participant's Handbook.

A Matter of Dress

Incident Response Sheet for Participants

1. What is the problem?

2. What are the factors contributing to the problem?

3. How would you answer Charles' question at the end of the film? ("Do you see anything wrong with the way I look?")

4. Where did you find information that you consider relevant to the problem?

   What was it?

   Where would you seek additional information if you felt it was needed?

5. What could you do as an individual teacher to solve the problem?

   What are some long-range, school-wide solutions for the problems?

6. What values do you hold that prompt your suggested solutions for the problem?

A Matter of Dress

Questions for Group Leader Use

1. What are Lakemont High's regulations regarding dress, hair, etc.? Are these regulations sound? Why? Why not? If they stand in need of modification, how should this process be conducted?

2. Might Charles' period of residence in Atlanta have altered his racial attitudes? Why or why not? What effects do the mass media (e.g., television) have on social attitudes?

3. What did the black girl's response "Black is beautiful? have to do with Charles' appearance?

4. What danger was inherent in the white boy's assumption of black militancy from Charles' dress? How do outward appearances affect teacher expectations of students?

5. Why do you think Charles is dressed as he is?

6. Why might a white Sandy feel more threatened by Charles' question than a black teacher? ("Do you see anything wrong with the way I look?")

Filmed
A Parent Conference

Sandy Johnson, Miss Adams, one of the guidance counselors at Lakemont High, and Mr. Brooks, father of one of Sandy's homeroom students, are in conference. Mr. Brooks, a Negro, is quite disturbed by the continuing advances a white student, Ronald Greer, is making toward his daughter. (Ronald is also in Sandy's homeroom.) Mr. Brooks indicates that the boy's attentions are highly unacceptable to his daughter and highly insulting to the family. Furthermore, Mr. Brooks indicates that several of the white boys at Lakemont have shown disrespect for the black girls, apparently considering them "in this school for their convenience." Since both Ronald and his daughter are in Sandy's homeroom, Mr. Brooks places initial responsibility for curbing Ronald's objectionable behavior on Sandy. He states that unless Sandy and the school resolve the matter satisfactorily he will be forced to take further action that might put the school in an "unfavorable light." The film concludes as Mr. Brooks asks Sandy, "Do you think you and the school can handle this matter?"

Records are available in the Participant's Handbook for Mr. Brooks' daughter, Lorraine, and for Ronald.

A Parent Conference

Incident Response Sheet for Participants

1. What is the problem?

2. What are the factors contributing to the problem?

3. How would you answer the question at the end of the film?

4. Where did you find information that you consider relevant to the problem?

   What was it?

   Where would you seek additional information if you feel it is needed?

5. What could you do as an individual teacher that would contribute to the solution of the problem?

6. What are some long-range, school-wide solutions for the problem?

7. What values do you hold that prompt your suggested solutions for the problem?

A Parent Conference

Questions and Suggestions for Group Leader Use

1. How might the historical positions of the white male and the black female in America have influenced Ronald's view of Mr. Brooks' daughter? How might they account for Mr. Brooks' special concern over Ronald's advances?

2. What might the school do to dispel such stereotypes and thus reduce the possibility that they might cause the kind of behavior about which Mr. Brooks is complaining?

3. Should Sandy have a talk with Ronald? With Ronald's parents? With both Ronald and his parents?

4. Does any member of the group consider that he has reliable evidence (observational, research) regarding the incidents of boy-girl relationships (e.g., interracial dating) in desegregated schools? If so, allow him to express himself and elicit reactions from other group members.

Role-plays:

1. Have members of the group role-play the problem conference, picking it up at the point where the film ends.

2. Have members role-play a follow-up conference between Sandy and Ronald.

Written
A Communication Problem
(Negro)

Sandy Johnson receives a note from the principal, Mr. Dennis directed to all of the teachers. The note refers to various language difficulties several of the teachers have described in connection with oral communication with Negro students. Mr. Dennis requests that each teacher write down suggestions as to possible ways of alleviating communication blocks between white teachers and black students. The suggestions are to include ideas that can be implemented by the individual teacher in his/her classroom and on a schoolwide and systemwide basis. These suggestions are to be given to Mr. Dennis prior to the next faculty meeting.

This simulation problem is presented in the form of the note to Sandy rather than by film. Group members are requested to respond as Sandy Johnson to the principal's request.

A Communication Problem (Negro)

Written Problem

Sandy stops in the office before school to check the mail. The following communication is in all of the teachers' boxes.

Dear Teacher:

All day yesterday I thought about a problem that was raised, but discussed only briefly, in our staff meeting after school the day before yesterday. The problem? The difficulty some of you reported you are having in communicating orally with your Negro pupils. There seemed to be general agreement among those of you who are white that many expressions and pronunciations used by your Negro students are unfamiliar or unintelligible to you. You also expressed the concern that some of your own middle-class white speech forms and pronunciations might be equally unfamiliar or unintelligible to many of your Negro pupils.

I should like for us to discuss and work together on this problem in a special staff meeting on Wednesday afternoon next week.

To expedite our work on Wednesday, I should like for each of you to do the following before the meeting: (1) Write down a list of all possible ways you can think of by which individual teachers in their own classrooms might help their Negro pupils improve their speech and understanding of "standard" English. (2) Write down a list of all possible things you can think of that might be done cooperatively by a few teachers on a school-wide basis to lessen the communication problem between white teachers and Negro pupils. (3) Write down a list of all possible things you can think of that I and/or Central Office personnel might do to assist with the solution of the problem.

If you will do the above, I believe by working in our staff meeting, initially in small groups and later all together, we can come up with composite guidelines that may be of real help to us. Anyway let's give it a try.

Walter Dennis

A Communication Problem (Negro)

Incident Response Sheet for Participants

1. Identify the problem.

2. What are the factors contributing to the problem?

3. Draw up the lists of suggestions requested by Mr. Dennis.

4. What personal value or values prompted you to reach your decisions?

A Communication Problem (Negro)

Questions for Group Leader Use

1. How widespread are communication problems in the desegregated school?

2. Should teachers endeavor to make "standard English" the prevailing mode of speech of black and/or white disadvantaged children? Why or why not?

3. Should English teachers be expected to assume the major responsibility for solving communication problems in the desegregated school? Why or why not?

4. Some authorities are advocating that disadvantaged children be taught "standard English" as a second language. Explain their concept. Do you agree or disagree with their ideas? Why or why not?

Written
A Communication Problem
(Puerto Rican or Mexican-American)

Sandy Johnson receives a note from the principal, Mr. Dennis, directed to all of the teachers. The note refers to language problems several of the teachers have described in connection with Puerto Rican (or Mexican-American) students. Mr. Dennis requests that each teacher write down suggestions as to possible ways problems of this type might be alleviated. The suggestions are to include ideas that can be implemented by the individual teacher in his/her classroom and on a schoolwide and systemwide basis. These suggestions are to be given to Mr. Dennis prior to the next faculty meeting.

This problem is presented in the form of a note to Sandy rather than by film. Group members are requested to respond as Sandy Johnsons to the principal's request.

A Communication Problem (Puerto Rican or Mexican-American)

Written Problem

Sandy stops in the office before school to check the mail. The following communication is in all of the teachers' boxes.

Dear Teacher:

All day yesterday I thought about a problem that was raised, but discussed only briefly, in our staff meeting after school the day before yesterday. The problem? The difficulty some of you reported you are having in communicating with your Puerto Rican students.

I should like for us to discuss and work together on this problem in a special staff meeting on Tuesday afternoon next week.

To expedite our work on Tuesday, I should like for each of you to do the following before the meeting: (1) Write down a list of all possible ways you can think of by which individual teachers in their own classrooms might help their Puerto Rican students to improve their proficiency in speaking and writing standard English. (2) Write down a list of all possible things you can think of that might be done cooperatively by a group(s) of teachers to accomplish the same end. (3) Write down a list of all possible things you can think of that I and/or Central Office personnel might do to assist with the solution of the problem.

If you will do the above, I believe by working in our staff meeting, initially in small groups and later all together, we can come up with composite guidelines that may be of real help to us. Anyway, lets give it a try.

Walter Dennis

A Communication Problem (Puerto Rican or Mexican-American)

Incident Response Sheet for Participants

1. Identify the problem.

2. What are the factors contributing to the problem?

3. Draw up the lists of suggestions requested by Mr. Dennis.

4. What personal value or values prompted you to reach your decisions?

A Communication Problem (Puerto Rican or Mexican-American)

Questions for Group Leader Use

1. Should English or special teachers be expected to assume the major responsibility of dealing with the problem? Why or why not?

2. Should Puerto Rican (or Mexican-American) history and culture be included in Lakemont's curriculum along with an emphasis upon the Spanish language? If so, how might this be done?

3. How might parents be involved in solving the problem?

Written
An Angry Mother

Sandy has noted that Dwayne, a black homeroom student, has made failing grades at the end of the first semester in the academic courses he has been taking. Feeling that these courses are beyond Dwayne's present abilities, Sandy suggested to him that he should enroll in basic remedial courses during the remainder of the year and asked him to tell his parents about this suggestion. Dwayne's mother reacts to Sandy's suggestion via a note in which she accuses Sandy of wishing to put Dwayne in segregated classes and indicates that she is coming to school at once to discuss the matter further with Sandy.

This problem is presented in the form of the note Dwayne's mother has written rather than by film. Group members are asked to indicate on their incident response sheets how they would prepare for the impending conference with Dwayne's mother. The problem is explored in a culminating role-play for which additional information is provided.

A record is available for Dwayne in the Participant's Handbook.

An Angry Mother

Written Problem

Sandy has noted that Dwayne, a black homeroom student, has made failing grades at the end of the first semester in algebra, biology, and world history and suggested to Dwayne yesterday that he should consider enrolling in basic remedial courses. (At Lakemont High, the remedial classes are predominantly black.) Dwayne has just handed to Sandy the note reproduced below:

> Dear Teacher:
>
> My son came home very angry yesterday because you told him he would have to drop out of his academic classes and take some remedial courses this semester. I am aware of what "tracking" is and of how it can be used to get around integration. I cannot imagine how you can be so determined to resist integration that you would use this tactic. All you are succeeding in teaching is hate and humiliation. I demand that Dwayne be kept in his academic classes where he will be with both white and black students. I shall come to school this afternoon to discuss this matter with you further.
>
> Sincerely,
>
> Mrs. Gerald R. Rawls

You have decided to see Mrs. Rawls after school today despite the tone of her note and the short notice she has given of her intention to talk with you.

A record for Dwayne is available in the Participant's Handbook.

An Angry Mother

Incident Response Sheet for Participants

1. What is the problem?

2. What are the factors contributing to the problem?

3. How would you prepare for the conference with Mrs. Rawls?

4. What are some alternative approaches to the solutions of Dwayne's problem?

5. What are some long range, school-wide solutions for similar problems of other Lakemont High students?

6. What values do you hold that lead you to offer your suggested solutions?

An Angry Mother

Questions for Group Leader Use

1. Is the "tracking" system, no matter the composition of the student body, a defensible educational approach?

2. Are Dwayne's academic deficiencies common among many black high school students? If so, what are some of their root causes?

3. Should homeroom teachers assume the kind of counseling responsibility Sandy Johnson has taken in Dwayne's case? Why or why not?

4. Should Sandy seek to involve anyone else in the impending conference with Mrs. Rawls? Why or why not? If so, whom? Why?

5. Is there any justification for Mrs. Rawls' accusation that "tracking" produced resegregation in integrated schools? Explain.

6. Are there grouping and/or other procedures which can be employed to promote integration within the desegregated schools? If so, what are they?

An Angry Mother

Related Role-Play Information

Information for Sandy Johnson

You have not had Dwayne in any of your classes but have observed him in your homeroom. He has been extremely quiet and has caused no problems or been involved in any disruptive incidents. He impresses you, however, as a boy who seems to be seething inwardly.

Dwayne does not appear to have any special friends in your homeroom group and, in fact, seems to avoid association with his classmates. You have noted that he rarely opens a book when time is available for study. His cumulative record indicates that his grades have been barely passing at best in all of his subjects and that he had had to attend summer school to make up failures in 8th and 9th grade math.

Your suggestion that Dwayne enroll in basic remedial courses was prompted by a genuine concern that the academic courses in which he has been enrolled are beyond his present abilities. When you spoke to Dwayne privately about the matter, you asked him to tell his parents about your suggestion. Dwayne agreed to do this. He did not seem offended by your advice, but you were not successful in drawing him out. He seemed incapable of or unwilling to articulate his thoughts or feelings about school. You were surprised by Mrs. Rawls' accusation that you had told Dwayne that ". . .he would <u>have to</u> drop out of his academic classes," but have had no opportunity to discuss the matter with the boy.

An Angry Mother

Related Role-Play Information

Information for Dwayne Rawls

In your case, school is a place of much frustration and misery. Schoolwork has always been hard for you, but classes have seemed especially difficult this year. You have trouble reading your textbooks and, in fact, you intensely dislike reading.

You have never been able to get grades that satisfy your parents. Somehow you feel that you are failing them, but you resent their nagging. You feel that your teachers are against you and that the school has not given you a fair shake. You knew you were failing, but you were hurt and finally angry (although you didn't let this show) when Sandy Johnson suggested that you change to basic courses. You feel this means that the teacher thinks you are dumb. Besides, you know it is important to compete with "whitey;" yet, being put into basic classes is like admitting you are dumb and that black students are not as smart as white students. You don't like the academic classes you're in, but you are rather pleased at the way your mother "told off" Sandy Johnson in her note. Your satisfaction is mixed with resentment toward both Sandy and your mother, however, and you wish adults didn't make life so complicated.

An Angry Mother

Related Role-Play Information

Information for Benita Rawls

You are the product of segregated schools. You attended a segregated elementary school and graduated from a segregated high school at age 15. You went on to a black college, hoping to work your way through. Marriage at age 16, and a baby at age 18, forced you to quit school and work full-time. You have always regretted not being able to finish college and not being able to hold a position more befitting your intellect. You are determined that your children will be college educated.

You and your husband are among the more active civil rights leaders in the black community and feel the black person must assert himself if he is ever to get "whitey" to grant him his due rights. You feel the school and educators have deliberately thwarted your son's chances for academic success because of resentment over school desegregation. This final action by Sandy of seeking to place Dwayne in the remedial group infuriates you. You consider it a racist tactic and a personal insult to your intelligence and that of your offspring.

If Sandy is white:

You attack Sandy as a white racist, and the school and teaching system as a tool of white racism.

If Sandy is black:

You regard Sandy as an "Uncle Tom," blind to what is going on, a complete tool of the white man's system. You try to make him/her see that tracking is a white racist tactic.

Written
Trouble Ahead?

Sandy finds a note after homeroom period that suggests a gang fight between rival Negro and Puerto Rican (or Mexican-American) gangs might erupt in the park on the following night. The information is addressed to Charles Washington (one of Sandy's homeroom students) who is invited to take part in the altercation. Sandy feels he/she must take some sort of action.

This simulation problem is presented in the form of the note found by Sandy rather than by film. Group members are asked to indicate on their incident response sheets what action(s) they would take.

A record is available for Charles Washington in the Participant's Handbook.

3

Trouble Ahead?

Written Problem

When Sandy's homeroom group leaves the room Sandy notices a sheet of paper on the floor under the seat of Charles Washington, a black student who has been in the homeroom group for only two weeks. Sandy, wanting a tidy room, picks up the paper and finds it to be the following note:

> Charley
>
> We going tare up Louis Ruz gang tomorrow nite at the park. They say they be ther. You want in the Royals better get in on it. We need good cats. See me after school.
>
> Alfred

Sandy has heard students and colleagues say that Alfred Wetmore and Luis Ruiz (neither of whom Sandy has in classes or homeroom) are respectively leaders of rival black and Puerto Rican gangs. Sandy fears a violent gang fight may be in the offing and decides personal action must be taken.

A record for Charles Washington is available in the Participant's Handbook.

Trouble Ahead?

Incident Response Sheet for Participants

1. What is the problem?

2. What are the factors contributing to the problem?

3. What immediate action(s) would you take?

   What are the probable outcomes associated with each?

4. What are some long range school-wide actions that might be taken to deal with the problem?

   What are the probable outcomes associated with each course of action?

5. What values do you hold that prompted you to offer your suggested solutions?

Trouble Ahead?

Questions for Group Leader Use

1. Why are "gang" activities so common among adolescents in general? Do you think the urge to form gangs is stronger among minority group adolescents than other boys and girls? Why or why not?

2. Why might black and Puerto Rican or other minority group students be likely to fight each other in a school like Lakemont?

3. Why might Charles be especially interested in the black Royal Gang?

4. Are Puerto Rican children (or Mexican-American) in a dual minority role situation? Explain.

5. Is Sandy's only responsibility that of calling the matter to the attention of the principal? Why or why not?

6. How might parents be involved constructively in solving this type of problem on a long range basis?

7. Do you think Sandy might learn anything important about the "gang situation" and/or possible impending fight by talking privately with Charles? Why or why not? Do you think Sandy's race and/or sex might make a difference in such a conference with Charles? Why or why not?

Role-plays:

1. Role-play a conference with Charles conducted by a white Sandy.

2. Role-play a conference with Charles conducted by a black Sandy.

Written
A New Pupil's Problem

A new student, Rachel Braun, hands Sandy a note from her mother before school starts. The note reports that Ronald Greer, another of Sandy's homeroom pupils, has been directing anti-Jewish epithets at Rachel and requests that Sandy talk with Ronald and instruct him to cease his attack on Rachel. Rachel's mother also asks for suggestions as to what she and her husband might do to be helpful and indicates they will contact Ronald's parents directly if Sandy thinks this advisable. Mrs. Braun asks that Sandy respond by a note sent home that afternoon by Rachel. Sandy must write this note.

This simulation exercise is presented in the form of the written note from Mrs. Braun rather than by film. Group members must write the exact responding note they would send home to Mrs. Braun.

A record is available for Ronald in the Participant's Handbook.

A New Pupil's Problem

Written Problem

Rachel Braun, a new homeroom student, hands the following note to Sandy before school:

Dear Teacher:

My daughter, Rachel, enrolled in your school the day before yesterday. Last night she reported to her father and me that a classmate, Ronald Greer, had called her anti-Jewish names throughout the day. Rachel has never been attacked in this manner in school before and is extremely upset by the Greer boy's behavior toward her.

I'm sure you would not approve of what is going on and am taking this means of immediately calling it to your attention. I dislike writing, but we will not have telephone service for several more days, and I work, myself, and cannot get to the school during regular school hours.

Would you please speak to the Greer boy and ask him to stop calling Rachel names? Also, would you please send a note home this afternoon with Rachel confirming your willingness to do this and giving me any suggestions you might have as to how my husband and I might be helpful in getting this matter settled. If you think it advisable, we will take this problem up directly with Ronald Greer's parents.

I'm sure you will understand how important it is that we get this matter ironed out at once. Rachel is a sensitive child whose smooth adjustment to her new school is being threatened.

Thank you very much for your help and cooperation.

Sincerely yours,

Mrs. David Braun

A record for Ronald Greer is available in the Participant's Handbook.

A New Pupil's Problem

Incident Response Sheet for Participants

1. Identify the problem.

2. What are some factors which should be taken into consideration in working out a solution to the problem?

3. What, if any, long-range implications are connected with the problem?

4. Where would you seek background information about the problem?

5. What would you say in your note to Mrs. Braun? (Write your exact reply.)

6. What are some alternative ways to prevent similar problems from arising in the future?

7. What value or values do you hold that prompted you to reach your decisions?

A New Pupil's Problem

Questions and Suggestions for Group Leader Use

1. Are Rachel and her parents displaying hypersensitivity to a kind of slur on their religious group that would better be ignored? Why or why not do you think this to be the case? Should the school become involved at all in such matters? Why or why not?

2. Would you investigate Mrs. Braun's charges against Ronald? How?

3. Would you bring Rachel and Ronald together in an attempt to solve the problem? Why or why not?

4. Role-play possibilities:

   a. Role-play a conference with Rachel.

   b. Role-play a conference with Ronald.

   c. Role-play a conference involving both Rachel and Ronald.

APPENDIX A

Incident Response Sheet Format

The Birthday Party

1. Identify the problem.

2. What are some factors which should be taken into consideration in working out a solution to the problem?

3. What, if any, long-range implications are connected with the problem?

The Birthday Party (Contd.)

4. What would you say in your note to Mrs. Keeler? (Write your exact reply.)

5. What are some alternative ways to prevent a similar problem from arising again?

6. What value or values do you hold that prompted you to reach your decisions?